



Department of Public Health Sciences
HSCI 3301 Syllabus

Course name:	Community Health
Course no.:	HSCI 3301
Course CRN:	18982-002
Semester/year	Fall 2017
credit hours:	3
Class location:	On-Line Class
Class meeting time:	Saturdays beginning September 2, 2017- December 11, 2017
Class instructor:	Ms. Cynthia Wittenburg, MS. , DrPh in progress
Office location:	Health Science and Nursing Building Room 411
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	Tuesday & Thursdays from 9:00 AM – 11:00 AM & By Appointment
Course Description:	This course is designed to provide information essential to understanding community health factors that have an effect on individuals, community, and global health perspectives. The comprehensive umbrella of the study of community health encompasses: international; national; state; and local health situations which affect societies at various levels, thus placing a high importance on epidemic and pandemic health concerns. In addition, this course will also introduce the incidence and prevalence definitions of specific community health concerns and diseases which demand a coordinated societal effort of prevention and reduction.
Course pre-requisites:	None
Required textbooks:	McKenzie, J.F., Pinger, R.R., & Kotecki, J.E. (2012). An Introduction to Community Health. Brief Edition. Sudbury, Massachusetts: Jones and Bartlett Publishers. ISBN: 978-1-284-02689-4 You will need to watch the movie "Contagion" in order to complete an assignment. You may purchase a copy online at Amazon.com, or rent it from Netflix, or various other sources. I have also placed a copy in the Campbell Hall ILC-1101 N. Campbell St. for you to screen. Contagion--Matt Damon, Jude Law, Gwyneth Paltrow (DVD-September , 2011)
Course format:	The following methods will be used to examine the various areas of community health science education: online lecture-discussion, assigned readings in text or handouts, educational videos, individual assignments/activities.
Major learning objectives	At the successful conclusion of the course, students will be able to: <ol style="list-style-type: none">1. Describe the history of community/public health.2. List organizations that help shape community health.3. Understand various epidemiological concepts as related to human health.4. Identify the stages of community organization.5. Explain the issues of maternal, infant and child health.6. Discuss community health as it relates to minorities.

	<p>7. Identify and describe issues related to community mental health.</p> <p>8. Describe the structure and function of the health care system.</p>
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Assessment strategies:	<p>Assignments : 8 at 20 points/each = Total points: 160</p> <p>Discussion Questions: 7 at 5 points/each = Total Points: 35</p> <p><u>Quizzes</u> : 8 at 30 points/each = Total Points: 240</p> <p style="text-align: right;">Overall class points: 435</p> <p><u>Assignments</u> Individual exercises will be assigned throughout the semester. The assignments will challenge you to apply the material you are covering and offer a chance for you to practice your skills of using the material. No late assignments will be accepted (Total = 160 points).</p> <p><u>Discussion Questions</u> - Discussion questions will be posted (see schedule) There is not required length of the post, but it should be long enough to answer the question in a clear, organized, and thoughtful manner. Often times, you will be required to respond to a classmate. Please be academic, thoughtful and helpful in your replies. (Total = 35 points).</p> <p><u>Quizzes</u> Quizzes will be administered at the end of each module. Quizzes will cover the material from the week, mainly the Chapter material. (240 points). Quizzes can only be taken once. Please read the quiz instructions on your course to fully understand how to take an online quiz.</p>
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Program Competencies *	Learning objectives	Assessment strategies
This course meets the following CHE Program Core & Concentrations Competencies		
HEALTH POLICY & MANAGEMENT CORE COMPETENCIES		
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.	2, 8	1
6. Apply principles of strategic planning and marketing to public health.	8	1
7. Apply quality and performance improvement concepts to address organizational performance issues.	1, 2	1
8. Apply "systems thinking" for resolving organizational problems.	1, 2	1
10. Demonstrate leadership skills for building partnerships.	6, 10	1, 3, 4
SOCIAL & BEHAVIORAL SCIENCES CORE COMPETENCIES		
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	7	1
9. Apply ethical principles to public health program planning, implementation and evaluation.	1, 7	1
BIOSTATISTICS CORE COMPETENCIES		
5. Apply descriptive techniques commonly used to summarize public health data.	4	1, 5, 6
8. Apply basic informatics techniques with vital statistics and public health records in the filed	4	1, 5, 6
9. Description of public health characteristics and in public health research and evaluation.	4	1, 5, 6
9. Interpret results of statistical analyses found in public health studies.		

EPIDEMIOLOGY CORE COMPETENCIES		
1. Identify key sources of data for epidemiologic purposes.	4	1
9. Draw appropriate inferences from epidemiologic data.	4	1, 5, 6
HISPANIC & BORDER HEALTH CONCENTRATION COMPETENCIES		
4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.	1, 8	1, 5, 6
5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).	4	1, 5, 6
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.	2	1, 5, 6
8. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.	7	1
9. Effectively communicate information to public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.	5	1, 5, 6
10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.	10	1, 5, 6

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Course/Instructor & Institutional Policies	
Grading scale & criteria	435-391: A 390-438: B 347-304: C 303-261: D 260 or Below: F
Guidelines and Recommendations	Students are responsible for studying assigned readings or handouts for each class session. Individual assignments must be turned in on time. Absolutely NO late assignments will be accepted. Individual activities must be completed on the assigned date. Individual activities may NOT be made up at a later date. Remember, students earn grades; professors do not give grades.
Computer Requirements	Important! Check your computer has the necessary plug-ins you will need to access all the content in this course. You can click on the Browser Checker test page that will inform you if the computer you are using has the latest software available. Software Requirements You will need the following software on your computers to efficiently work in this course. In some cases your computer may already have some of these programs installed. Adobe Acrobat Reader. You can get the program by going to http://www.adobe.com and then clicking on the icon on the center of the screen which says "Get Adobe Reader". Follow instructions to install the reader. Adobe Flash Player. You can get the player by going to http://www.adobe.com and then clicking on "Get Adobe Flash Player". Follow instructions to install the player. Apple QuickTime Player. You can get this player by going to http://www.apple.com . Once there, click on the "Downloads" tab on the top of the page and then click on QuickTime "Download" and follow instructions.

	<p>Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. <i>As students, you can generally buy this whole package for about \$25, far less than the store price of approximately \$400.</i></p>
<p>Class participation:</p>	<p>I strongly recommend that you check the course every other day, if not daily, to keep up. Email messages are sent to your UTEP email address, so you will want to check your UTEP email several times a week. There will be no incompletes offered in this course.</p>
<p>Being Successful in an Online Class</p>	<p><u>Online learning is not a spectator sport.</u></p> <p>It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:</p> <p>Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message. Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.</p> <p>Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.</p> <p>Be diplomatic: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.</p> <p>Stay focused: Stay on topic to increase the efficiency of your learning.</p>
<p>Effective Electronic Communications</p>	<p>It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.</p> <p>For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.</p> <p>The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)</p> <p>More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.</p>

Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. UTEP's Public Health program recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made except in cases of university-designated closures.
Permission to record lectures & discussions	Not permitted without express permission of the instructor

Time Management	The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, course you should expect to spend: <i>3 hours of class time + 9 hours of study and prep time = 12 hours per week</i>
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass .
Student conduct:	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used

again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;

- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

**Tentative Course schedule and subject to change pending notification by class instructor.
Please reference this online schedule weekly.**

Dates	Topic	Activities	Assignment Value (Points)
Week 1 9.2	Introduction and Course Orientation	Assignment: VAIL (20 points)	VAIL certificate print out Due Friday 9/8 11:55pm
Week 2 9.9	Understanding Community Health and Communities that Shape It	Readings: McKenzie Text - Chapter 1	Quiz - Chapter 1 (30 points) Unnatural Causes - "Place Matters" - Discussion Question (5 points) All Due Friday 9/15 11:55PM
Week 3 9.16	Understanding Community Health and Communities that Shape It (continued)	Readings: McKenzie Text - Chapter 1	Assignment: PowerPoint (20 points) Due Friday 9/22 11:55PM
Week 4 9.23	Epidemiology: The Study, Prevention, and Control of Diseases	Readings: McKenzie Text - Chapter 2	Quiz- Chapter 2 (30 points) Unnatural Causes - "Becoming American" - Discussion Question (5 points) All Due Friday 9/29 11:55PM
Week 5 9.30	Epidemiology: The Study, Prevention, and Control of Diseases (continued)	Readings: McKenzie Text - Chapter 2	Assignment: Contagion Due: Friday 10/6 at 11:55 PM (20 points)
Week 6 10.7	Community Organizing/Building and Health Promotion Planning	Readings: McKenzie Text - Chapter 3	Quiz - Chapter 3 (30 points) CDC- REACH Discussion Questions (5 points) All Due Friday 10/13 at 11:55PM
Week 7 10.14	Community Organizing/Building and Health Promotion Planning (continued)	Readings: McKenzie Text - Chapter 3	Assignment: Community Organization Due Friday 10/20 11:55PM (20 points)
Week 8 10.21			Quiz - Chapter 5 (30 points)

	Maternal, Infant, and Children Health	Readings: McKenzie Text - Chapter 5	Unnatural Causes - "When the Bough Break" - Discussion Questions (5 points) All Due Friday 10/27 11:55PM
Week 9 10.28	Maternal, Infant, and Children Health (continued)	Readings: McKenzie Text - Chapter 5	Assignment: Maternal and Child Health Due Friday 11/3 11:55PM (20 points)
Week 10 11.4	Community Health and Minorities	Readings: McKenzie Text - Chapter 8	Quiz- Chapter 8 (30 points) Unnatural Causes - "Bad Sugar" - Discussion Questions (5 points) All Due Friday 11/10 at 11:55PM
Week 11 11.11	Community Health and Minorities (continued)	Readings: McKenzie Text - Chapter 8	Assignment: Community Health and Minorities Due Friday 11/17 at 11:55PM (20 points)
Week 12	Thanksgiving break November 23-24 Although this is a Holiday weekend, students are responsible for doing the assignments prior to the Holidays dates of 23 & 24. So you may turn in the assignments before Friday, 11/24. Happy Thanksgiving!		
Week 12 11.18	Health Care Delivery in the U.S.	Readings: McKenzie Text - Chapter 11	Quiz- Chapter 11 (30 points) Unnatural Causes - "Collateral Damage"- Discussion Questions (5 points) All Due Friday 11/24 or Before at 11:55PM
Week 13 11.25	Health Care Delivery in the U.S. (continued)	Readings: McKenzie Text - Chapter 11	Assignment: U.S. Health Care Due Friday 12/1 at 11:55PM (20 points)
Week 14 12.2	Injuries and Injury Prevention	Readings: McKenzie Text - Chapter 13	Quiz- Chapter 13 (30 points)

			Unnatural Causes - "Not Just a Paycheck" - Discussion Questions (5 points) All Due Thursday 12/7 at 11:55PM Friday is dead day
Week 15 12.7	Injuries and Injury Prevention (continued)	Readings: McKenzie Text - Chapter 13	Assignment: Injuries and Prevention Due Thursday 12/14 at 11:55pm (20 points)
Week 16 12-11-15	This week is finals week. There will <u>NOT</u> be a final Exam, however there will be a FINAL ASSIGNMENT due Thursday December 14 by midnight.		
Important dates:	Last day of classes : December 7 Dead Day : December 8 Finals Week : December 11-15		